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IDENTIFIERS *India

ABSTRACT

This curriculum project was developed by an individual who studied in India for 5 weeks in 1993 as part of the Fulbright-Hays Seminars Abroad program. The activities seek to: (1) offer factual information on India from literature, customs, culture, and socioeconomic and political perspectives; (2) help students be more tolerant about people of another race, of another country, and the conditions under which they live; (3) expand students' spheres of understanding to include a culture other than their own; (4) create a desire in students to keep informed about current events on an international level; (5) answer a need for recreational reading with books that feature factual places as part of the story; (6) help develop aesthetic tastes through writing and illustrating answers to teacher-prepared questions; and (7) furnish more unusual and unique reading material for all middle school reading/language arts and social studies classes to initiate interesting classroom discussions. (EH)

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ED 398 125

Fulbright Scholarship Curriculum project

SUMMER 1993

Submitted by

Ed Stanley
Teacher of Talented and Gifted
Grades 5 - 8
Red Bank Middle School
101 Harding Road
Red Bank, N. J. 07701

SO 026 582

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I TITLE: Appreciating Continuity and Change, In India, through Literature, Customs, Culture, and Socioeconomic and Political Perspectives.

II SUBJECT AREA: Language Arts and Social Studies

III NEED OR PROBLEM:

Red Bank Middle School Students need to improve their knowledge of World Geography. Recently Middle School Tag students, from all grade levels and selected students from all social studies classes, took the "Carmen Sandiego" geography test to qualify as a contestant. It was obvious, from the results of this test, that our students need to spend more time on world geography activities.

IV PROJECT DESCRIPTION:

A. OVERVIEW: This summer I will spend five weeks traveling and studying in India on a Fulbright Scholarship. I will use this opportunity to write curriculum based on my experiences combined with children's literature where the story takes place in India and on the 35mm slides of my experiences.

B. TARGET GROUP TO BE SERVED: All reading language arts and social studies classes in the Middle School.

C. TARGET COMPLETION DATE: August 1993

V OBJECTIVES: (For Target Group and Applicant)

A. To make the Red Bank Middle School students more knowledgeable in world geography.

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B. To write materials, to be used by all teachers and students in the Middle School, that will:

1. Offer factual information, on the people who live in India, that will be taken from their literature, customs, culture and socioeconomic and political perspectives.
2. Help students have a more tolerant understanding of peoples of another race, country, and conditions under which they live.
3. Expand students' sphere of understanding of a culture other than there own.
4. Create a desire to keep informed about current events on a international level.
5. Answer a need for recreational reading with books that have factual places as part of the story.
6. Help develop esthetic tastes through the students' writing and illustrating answers to teacher prepared questions.
7. Furnish more unusual and unique reading material for all Middle School reading/language arts and social studies classes. This will initiate interesting discussions.

VI ACTIVITIES: (For Applicant and Target Group)

A. The applicant will select five children's books, from different grade levels, that have been written about India.

1. These books will:
   a. Offer factual information, on the people who live in India, from the historical and and present day political and socioeconomic situations in India.
   b. Help students have a better understanding and tolerance for all people from whom they are different.
   c. Widen their knowledge and understanding of another country, people, culture and the conditions under which they live.
   d. Create a desire to keep informed about current events on an international level.

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2. I will read each of the five books and take notes on the content for writing comprehension questions. I will make a list of places, mentioned in the story, that I could photograph while in India.

3. I will write ten higher level thinking questions for each book, using the story, slides and current events to develop my questions.

4. The applicant will give grade level assembly programs using the 35mm slides and materials brought back from his travels, to motivate an interest in India and its people.

5. Students will read the books and answer the questions.

6. Students will use the information gained to study the places and areas mentioned in the books they read.

7. Students will be placed in cooperative learning groups, based on the books they read, and have discussions about the story and the questions they have answered individually.

8. Each set of questions will be followed by:

   "Going Beyond the Reading"

   a. Find a newspaper article where the event takes place in India.
   b. Find the city/town/region on your desk map of India.
   c. Write a summary, in your own words, of the article. Be sure to include: who, what where, when, why and how from the article.

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9. All teachers in the Target Group will be given materials to enable them to teach their students how to write their own higher level thinking question types.

10. Students will then be given the following assignment: From the information in the book they have read, or learned in cooperative learning discussions, or discovered in the applicant's slide presentation, write at least six additional higher level thinking questions. Use one of each of the following types of questions:

    a. knowledge
    b. comprehension
    c. application
    d. analysis
    e. synthesis
    f. evaluation

11. While in India the applicant will be visiting urban and rural schools. He will attempt to establish a "Classroom to Classroom" and an individual "Pen Pal" exchange with as many Indian teachers and Red Bank Middle School Teachers as possible.

VII Evaluation:

A. Students will be given a pre and post test to answer the following questions:

1. Name and locate, on a map of India, places you have read about in any book of fiction that you read for pleasure or as a school assignment.

2. Name a foreign city in India that has been in the news recently.

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3. Tell why, the city you named in #2 above, was in the news.

B. Students will be given a current news article of an event that took place in India. They will be asked to write two each of the higher level thinking questions about the the article.

C. The students will write a paragraph explaining the similarities and differences between Indian and American cultures and peoples.

D. The teacher will asses the progress of the students' beginning and ending attempts to compare and contrast the literary and photographic descriptions of places mentioned in the five books.

E. The student's written answers, to the questions, will be checked by the teacher for evaluation and improvement as the unit progresses.

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RED BANK MIDDLE SCHOOL
101 HARDING ROAD
RED BANK, N. J.

September 1993

To: All Red Bank Middle School Teachers of Reading Language Arts and/or Social Studies

From: Ed Stanley

Enclosed you will find curriculum that deals with five books where the locale is India. This material was written this past summer for a Red Bank School Board Summer Curriculum Grant. It may be used, at your discretion, in your Reading Language Arts classes or your Social Studies classes.

If you decide to use any or all of this material in your classes you should wait until I have met with your students and given them my slide lecture on my experiences in India this past summer. Please let me know if you plan to use these materials.

I will be happy to answer any questions you have about this material and/or my experiences this past summer.

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RED BANK MIDDLE SCHOOL
FULBRIGHT SCHOLARSHIP CURRICULUM PROJECT

"CONTINUITY AND CHANGE IN INDIA"

THE LOST KINGDOM

BY

CHESTER BRYANT

1. Explain what Margaret Ayer has to do with this story.

2. In his slide presentation Mr. Stanley spoke about the part that the "U. S. Educational Foundation in India" played in his trip to India. In this story a young Hindu boy takes a journey from his native village to the "American Foundation on the other side of his village." Are both of these foundations they same? Tell how they are alike or different. Explain in detail.

3. Describe Ajar using information in the book as well as information from a dictionary or an encyclopedia. In addition to a written description make a sketch of Ajar.

4. From the examples in the slide presentation, and the description in this book, describe in words and pictures an example of a "colorful sari."

5. A good portion of this story takes place in the "hinterlands" of India. Think of your life here in the borough of Red Bank and t Rodmika's life on his farther's farm. Compare and contrast these different lifestyles. Use the information in the slide presentation and this story.

6. Analyze Jankari's statement: "Rodmika is brave. Thou must realize that in the affairs of the jungle our son is no longer a child."

7. Create a short scene (at least one page long) where Rodmika comes to live in your house for one week. Tell us about

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the things he finds amazing, interesting, frightening or unusual and what he teaches you about "life in our town."

8. Evaluate the American expression: "A sacred cow", and then tell how it applies to the people of India.

9. What things about Rodmika's life and the way he lived made it easy for him to have his kind of personality?

10. The following is a list of vocabulary words from the story. Give a dictionary definition and then use each one in a sentence:

A. Bellow B. ponderous C. Waning
D. Medallion E. Dais F. Sprinted

Find at least five more words in the story that you didn't understand and do the same as you did with the six above.

11. GOING BEYOND THE READING

A. Find a newspaper article where the event takes place in India.
B. Find the city or town on your desk map of India.
C. Write a summary, in your own words, of the article. Be sure to find the: who, what where, when, why and how from the article.

12. Study the information in the book you have read, or learned about in your cooperative learning discussions, or any facts you discovered in Mr. Stanley's slide presentation. Then write at least six additional higher level thinking questions about this story. Be sure to use one of each of the following types of questions:

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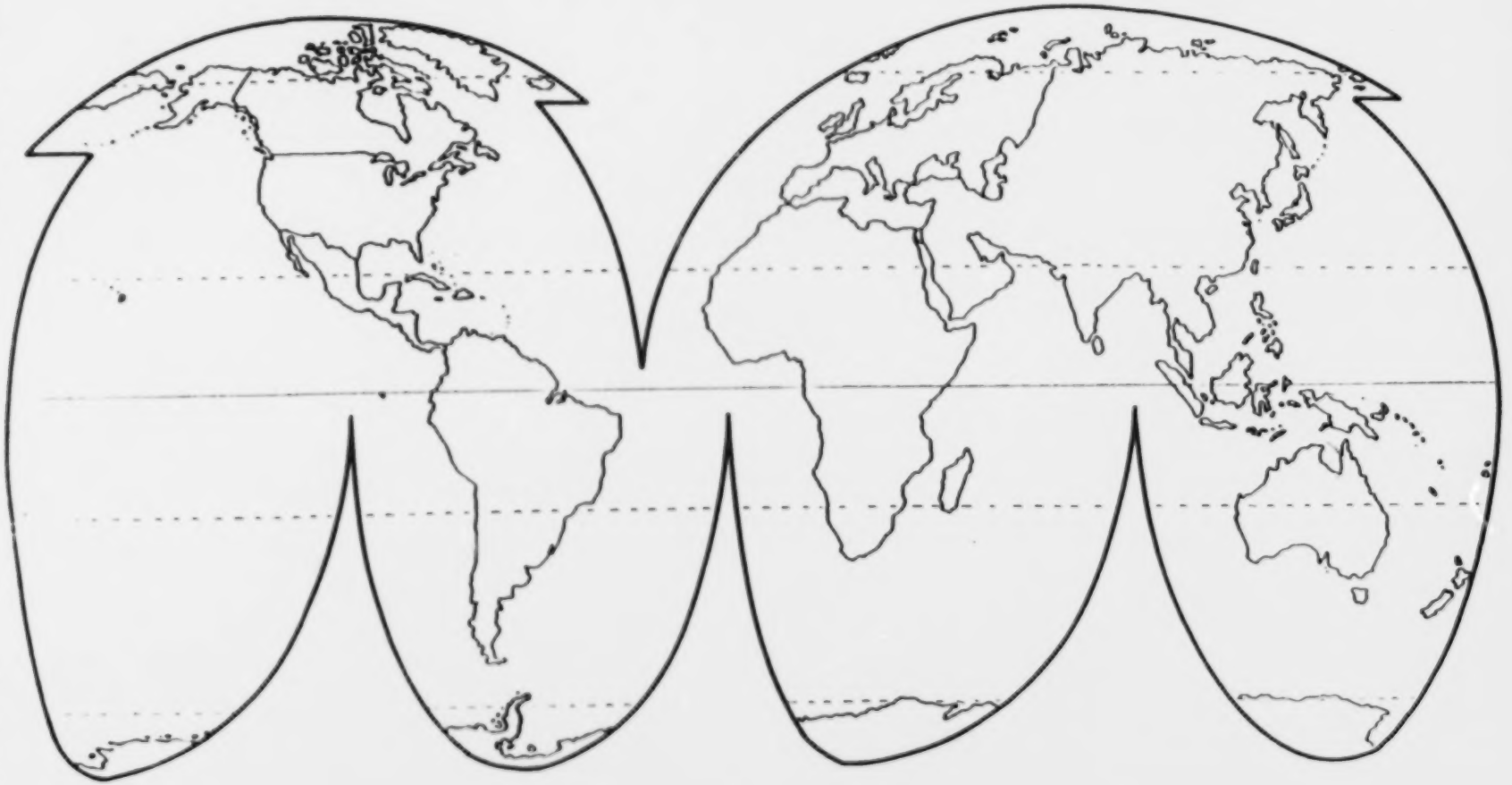
C. application
D. analysis
E. synthesis
F. evaluation

Map of the World



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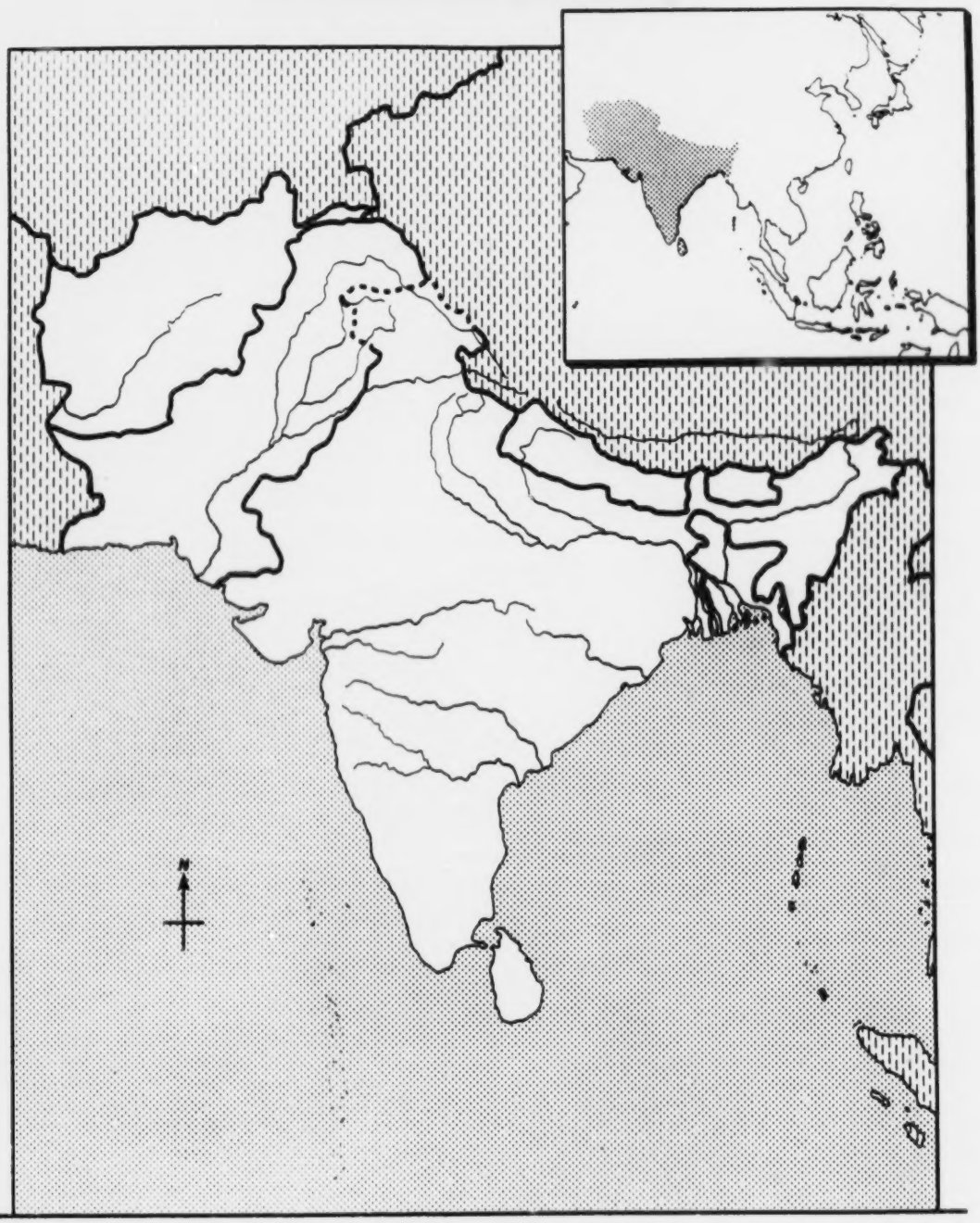
Name

WORLD REGIONS

THE WORLD AROUND US



SOUTH ASIA
Political

0 500 1,000 Miles

0 500 1,000 1,500 Kilometers

E. STANLEY - RED BANK MIDDLE SCHOOL

TAG - GRADES 5-8

Question Types, Based on Bloom's Taxonomy

1. Knowledge (Recall)

These are questions or statements which emphasize the remembering, either by recognition or recall of ideas, material or phenomena. Remembering is the major cognitive process involved in arriving at an answer to the question.

Example: What name did Pokey think was good for the Mississippi River?

2. Comprehension (Understanding)

These are questions or statements which ask for an understanding of the literal message contained in a communication. The major cognitive process involved in arriving at an answer is understanding what is being communicated without necessarily relating it to other materials or seeing its fullest implications.

A. translation
The question may ask the pupil to put a communication into other language, into other form or into another form of communication.

Example: Describe how you think Pokey looked?

B. interpretation
The question may ask the pupil to give an explanation of facts in the story.

Example: Why did Pokey think the Mississippi River was the greatest river in the world?

C. extrapolation
The question may ask the pupil to make estimates, predictions or inferences based on understanding the communication.

Example: Do you think it bothered Pokey that he was always late? Why or why not?

3. Application

These are questions or statements which ask for an application of the appropriate abstraction without having to prompt as to which abstraction is correct or without having to show how to use it in a situation. The major cognitive process involved in arriving at an answer is to make use of an abstraction where no mode of solution is specified.

Example: Of what importance was the Mississippi River to the people of Pokey's area?

4. Analysis

These are questions or statements which emphasize the breakdown of materials into constituent parts and detection of the relationship of the parts.

Example: Pokey was sure his nickel would be safe in the pocket of his overalls. How do you think he lost it?

5. Synthesis

These are questions or statements which ask the pupil to put together elements and parts so as to form a whole -- combining them in such a way as to constitute a pattern or structure not clearly there before. The main difference between all the previous categories and synthesis is that they involve studying a whole in order to understand it better. In "synthesis" the pupil must draw upon elements from many sources and put these together.

Example: What things about Pokey's life and the way he lived made it easy for him to have his kind of personality?

6. Evaluation

These are statements or questions which ask for critical quantitative or qualitative judgements about the value of something. The question must imply the use of criteria or standards of appraisal.

Example: Was Pokey's decision for his prize money a good one? Why or why not?

Categories are based on Benjamin S. Bloom, ed., Taxonomy of Educational Objectives, Handbook I, Cognitive Domain (New York: David McKay Company, Inc., 1956).

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Red Bank Middle School

101 Harding Road

Red Bank, N. J. 07701

Talented and Gifted Program (TAG) - Ed Stanley - Rm 309

Guide Words for Writing Behavioral Objectives

Find	LIst	Role Play	Draw
Name	Dramatize	Make	Arrange
Construct	Sing	Match	Compare
Classify	Define	Describe	Sort
Graph	Discuss	Prepare	Sequence
Collect	Compute	Analyze	Debate
Enlarge	Map	Categorize	Count
Write	Distribute	Diagram	Summarize
Separate	Rearrange	Assemble	
Compose	Outline		

Guide Words for Writing Taxonomy Questions

KNOWLEDGE	COMPREHENSION	APPLICATION
define	discuss	
repeat	describe	translate
record	explain	interpret
state	report	apply
	summarize	dramatize
		illustrate

ANALYSIS	SYNTHESIS	EVALUATE
analyze	plan	judge
compare	formulate	justify
debate	set up	evaluate
inventory	create	
sort	produce	
categorize	originate	
contrast	revise	

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RED BANK MIDDLE SCHOOL
FULBRIGHT SCHOLARSHIP CURRICULUM PROJECT

"CONTINUITY AND CHANGE IN INDIA"

TIGER BURNING BRIGHT

BY

THEODORA DU BOIS

1. Fifteen year old, Anne Burney, was living in Washington, Connecticut. Explain what that means and where exactly this place located.

2. Explain why you think this story does or doesn't take place in the twentieth century.

3. In the slide presentation of Mr. Stanley's trip to India, he showed you and talked about the "native Indian dress". In this book, in several places, this native dress is described. Using the slides and descriptions in the book draw,or describe in words, the way a native Indian man and woman would look.

4. Anne finds herself working in Delhi. Use the slides of Delhi and the descriptions in this book to compare and contrast the city then and now.

5. Do you feel that this story ends on a happy or sad note? Rewrite the ending to give it an opposite ending. (Use at least one page to tell your ending.

6. Anne is just one central character in this book. Dramatize for the class one of your favorite scenes where Anne is not the central character. (Skit should be at least three minutes long)

7. Select another "central character" in the story and justify the statement: "S/he was one of the most bravest characters in this book.

8. In his slide presentation Mr. Stanley spoke about the hot

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and humid weather as well as the precautions he took against cholera and malaria. Based on this information, and the information in the book, explain the following quote found on page 156: "We traveled much at night for these hours were often cold and the mid day sun was as dangerous as cholera."

9. Several times in the story they made mention of "bullocks". What is a bullock and why do you think this type of animal was used?

10. List at least ten things mentioned in this book concerning life in India that you think would make life interesting, fun or awful if you suddenly had to move to, and live in, India.

11. GOING BEYOND THE READING

A. Find a newspaper article where the event takes place in India.
B. Find the city/town on your desk map of India
C. Write a summary, in your own words, of the article. Be sure to find the: who, what where, when, why and how from the article.

12. Study the information in the book you have read, or learned about in your cooperative learning discussions, or any facts you discovered in Mr. Stanley's slide presentation. Then write at least six additional higher level thinking questions about this story. Be sure to use one of each of the following types of questions:

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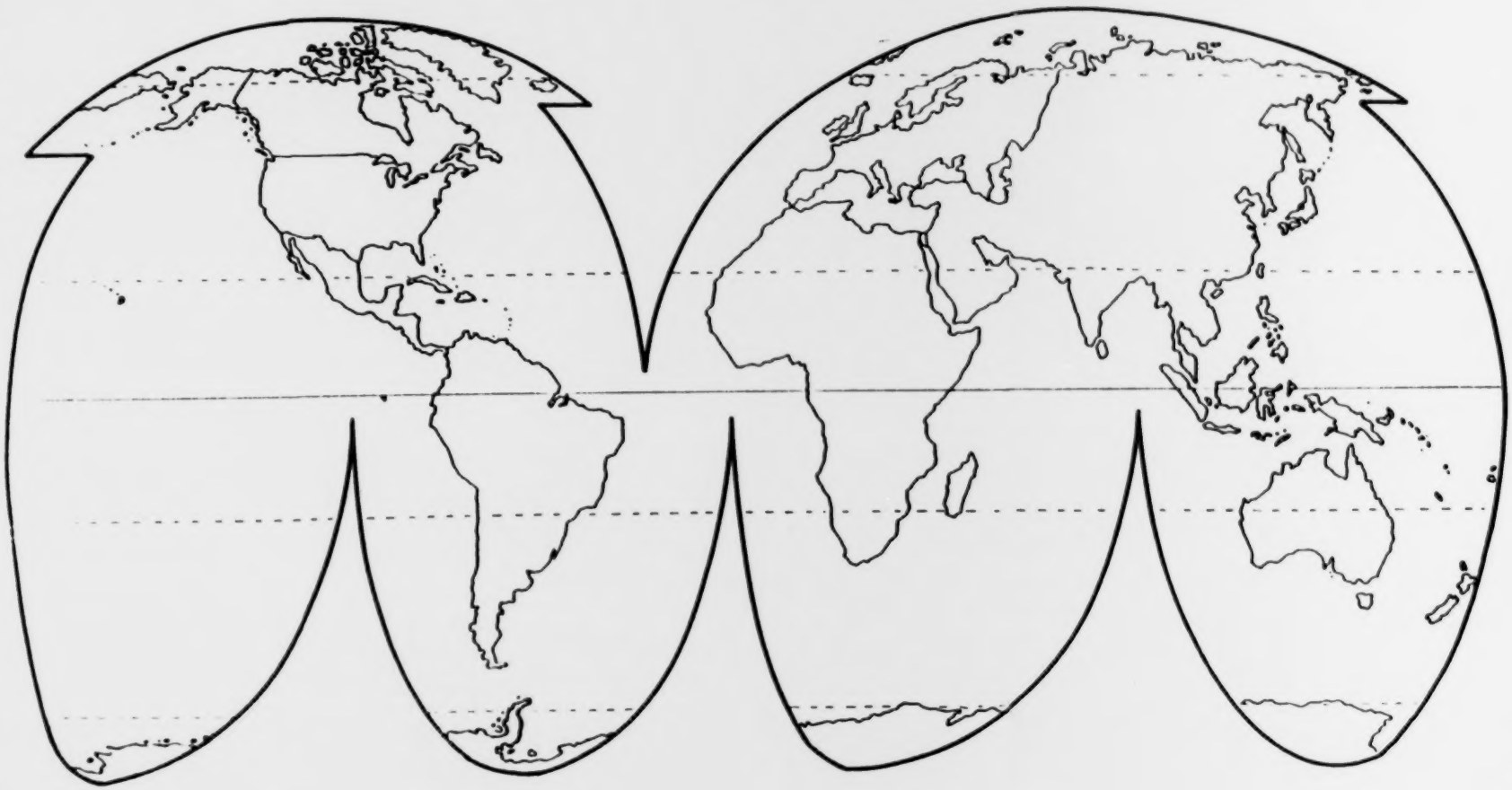

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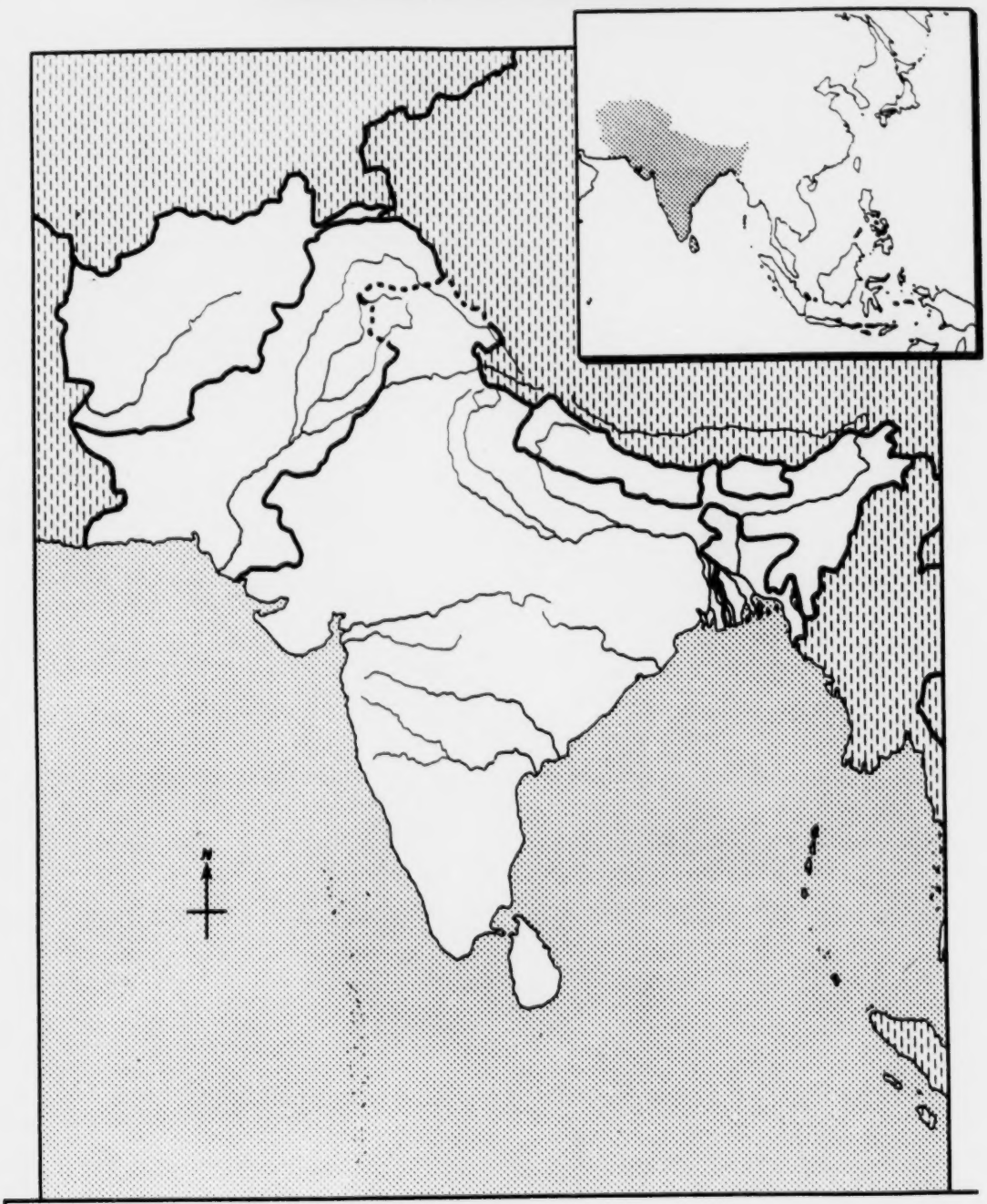

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categorize	originate	
contrast	revise	

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RED BANK MIDDLE SCHOOL
FULBRIGHT SCHOLARSHIP CURRICULUM PROJECT

"CONTINUITY AND CHANGE IN INDIA"

The Death of Gandhi

by

Robert Goldston

1. When was this book published? Who is the publisher?

2. This book contains photographs. Make a list of the people responsible for taking these photographs.

3. Write at least a page and tell in your own words, Mahatma Gandhi's philosophy of life. You may use other sources to add to the information in this book.

4. Draw a map of India and put only the cities and towns mentioned in this book on the map.

5. In your own words explain the following:

   A. Hinduism
   B. Caste System
   C. Buddhism

6. In our school and community we are constantly striving to improve the civil rights and a better understanding and appreciation of all people. Take the following quote from this book (page 70) and apply it to civil rights in our community: "But the newly proposed constitution contained a measure that Gandhi judged to be evil. This was a provision whereby India's Untouchables were to have segregated voting and representation in the new Legislative Assembly."

7. Many times Gandhi was put in jail on charges of "civil disobedience." What is your opinion of committing "illegal acts"

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as part of a campaign of civil disobedience?

8. What happened to the Mahatma's ashes?

9. Prepare a three minute monologue on "Civil Rights" and be prepared to give it as if you were Gandhi and were delivering your opinions to the Legislative Assembly in India.

10. Define the following list of words and put them into a sentence. Remember that when you look up a word in a dictionary there are very often several different definitions. Be sure to select a definition that is appropriate to this book:

A. Monsoons
B. Intensive
C. Inhabitants
D. Nomadic
E. Humiliation
F. Indentured

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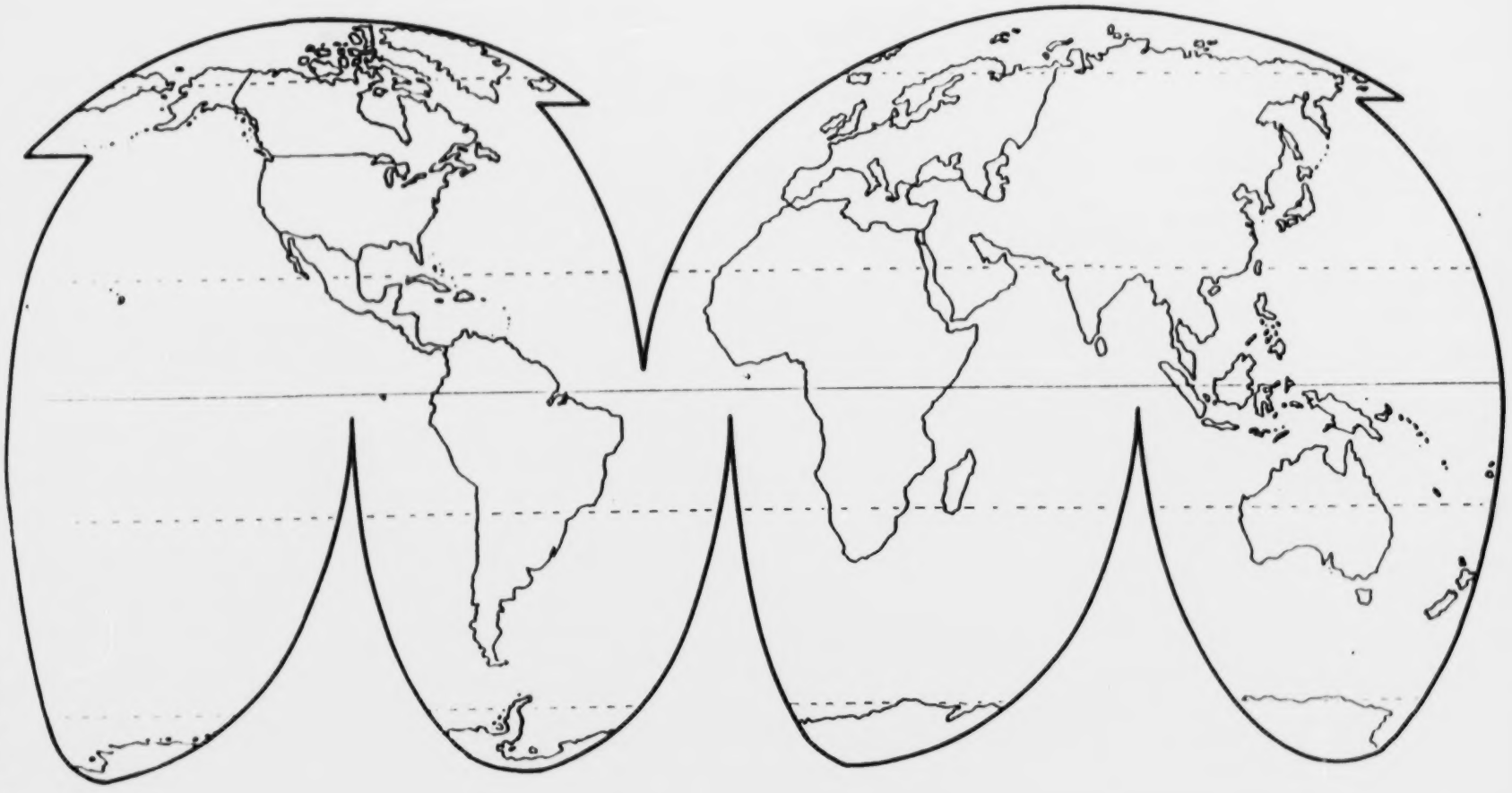

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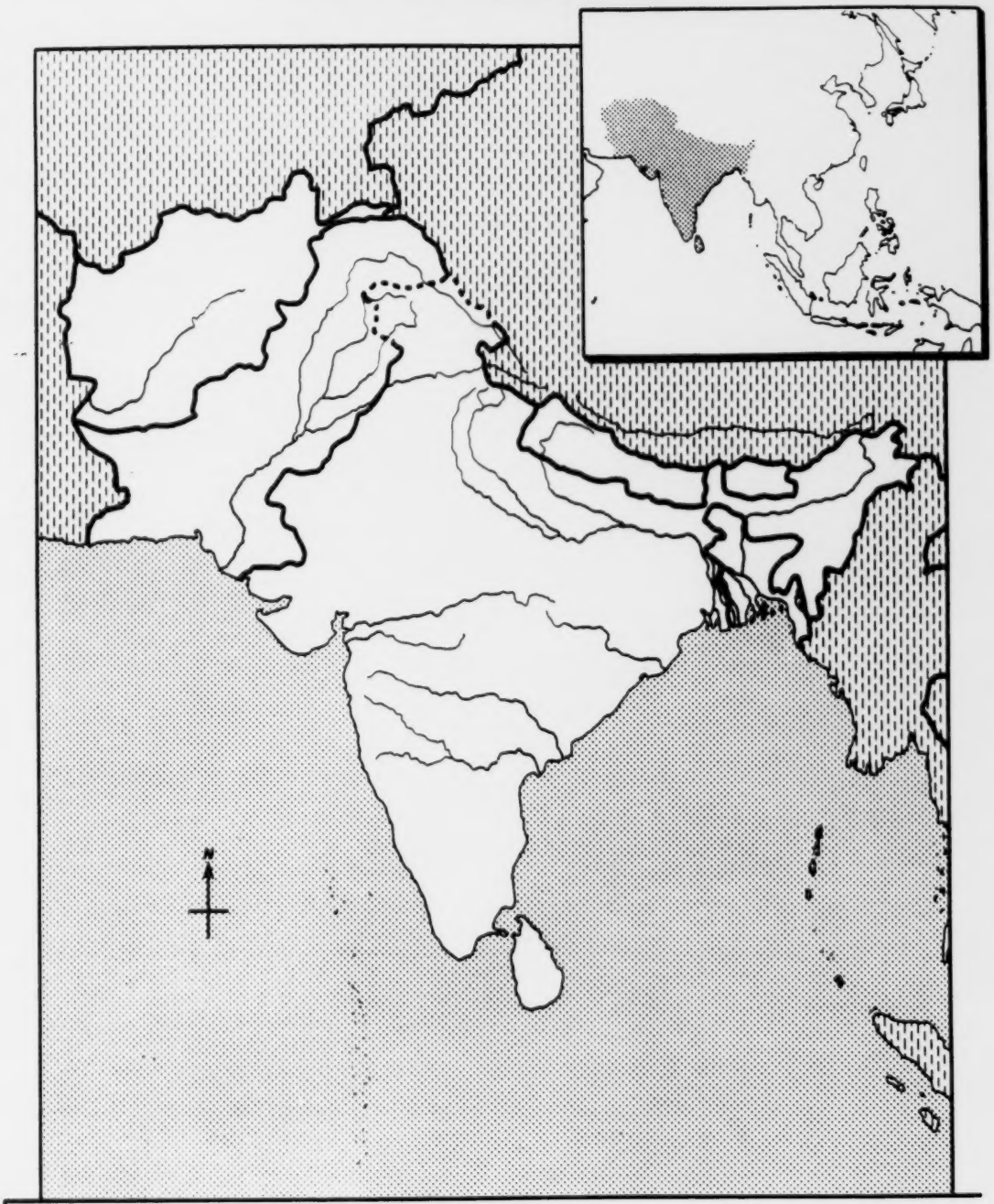

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Graph	Discuss	Prepare	Sequence
Collect	Compute	Analyze	Debate
Enlarge	Map	Categorize	Count
Write	Distribute	Diagram	Summarize
Separate	Rearrange	Assemble	
Compose	Outline		

Guide Words for Writing Taxonomy Questions

KNOWLEDGE	COMPREHENSION	APPLICATION
define	discuss	
repeat	describe	translate
record	explain	interpret
state	report	apply
	summarize	dramatize
		illustrate

ANALYSIS	SYNTHESIS	EVALUATE
analyze	plan	judge
compare	formulate	justify
debate	set up	evaluate
inventory	create	
sort	produce	
categorize	originate	
contrast	revise	

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RED BANK MIDDLE SCHOOL
FULBRIGHT SCHOLARSHIP CURRICULUM PROJECT

"CONTINUITY AND CHANGE IN INDIA"

DAUGHTER OF THE MOUNTAINS

By

Louise Rankin

1. Write a one page summary of this story.

2. Italy is often called "the Boot" because the country is shaped like a boot. To what does the author compare India? Do you agree or disagree?

3. Why were Momo's two little brothers no longer at home? How do you feel about what their parents did? Justify their actions or give your opinions against their actions.

4. Sort the following words, from this book, into no more than five different categories (less if you feel less is warranted).

Tourist	Hindu	Buddist	Agra	Tiger	Madras
Crafts	Native	Jaipur	Culture	Silk	Festival
Tea	Curry	Fish	Parks	Gardens	Temples

5. In this story Momo says, "They are making mules of themselves!" Illustrate in words or pictures what she was talking about.

6. Evaluate Momo's life and your life here in Red Bank. Make a list of how life would be better and/or worse for Momo if she were suddenly to find herself living with you in your house.

7. In contrast to what you wrote in number six above, compare

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what your life would be like if you were to move to India and live in Momo's house.

8. Dramatize the scene between Momo and Tsu Foo. Be prepared to give your skit with another student who has also read this same book. You will give both skits and the audience will evaluate them.

9. Draw a map of India and list all the places mentioned in this story.

10. Write a one page revision of the ending of this story where Momo does NOT find her precious Pempa.

11. GOING BEYOND THE READING

A. Find a newspaper article where the event takes place in India.
B. Find this city or town on your desk map of India.
C. Write a summary, in your own words, of the article. Be sure to find the: who, what, where, when, why and how from the article.

12. Study the information in the book you have read, or learned about in your cooperative learning discussions, or any facts you discovered in Mr. Stanley's slide presentation. Then write at least six additional higher level thinking questions about this story. Be sure to use one of each of the following types of questions:

A. knowledge
B. comprehension
C. application
D. analysis
E. synthesis
F. evaluation

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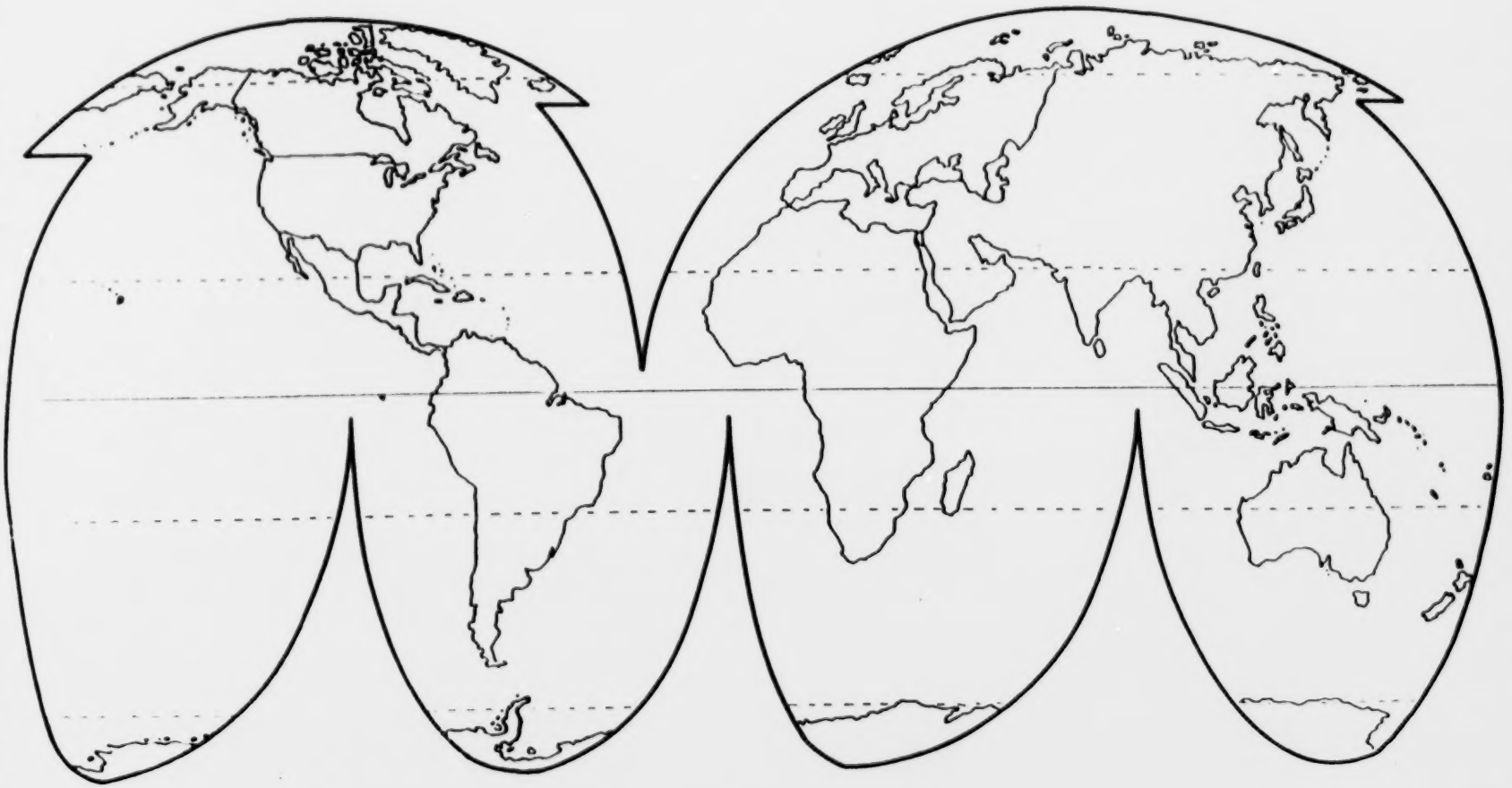
Map of the World

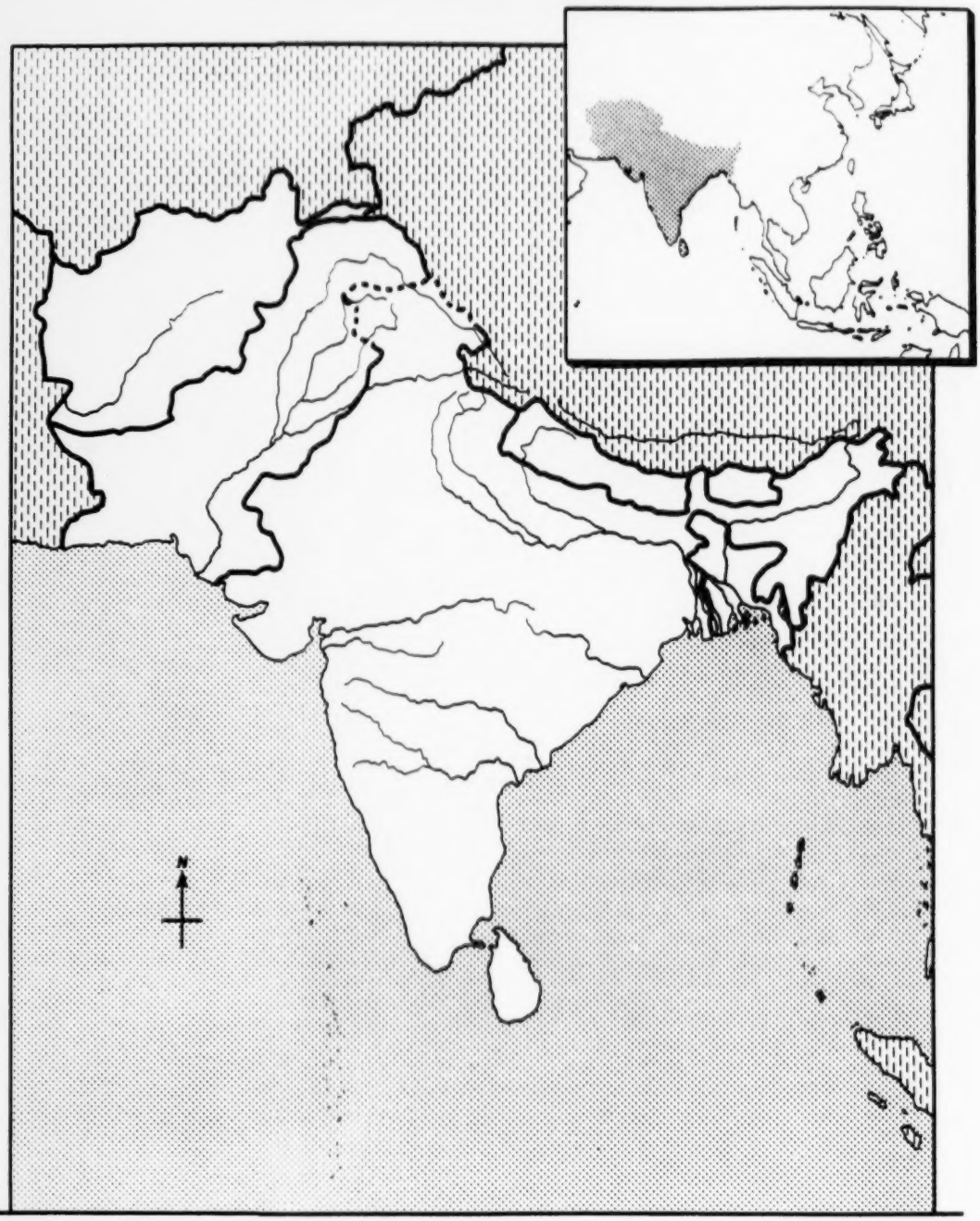


Blank Map Outlines/U.S. & World IF8554 1 ©MCMLXXXVII Instructional Fair, Inc.

Name

WORLD REGIONS

THE WORLD AROUND US



SOUTH ASIA
Political

0 500 1,000 Miles

0 500 1,000 1,500 Kilometers

E. STANLEY - RED BANK MIDDLE SCHOOL

TAG - GRADES 5-8

Question Types, Based on Bloom's Taxonomy

1. Knowledge (Recall)

These are questions or statements which emphasize the remembering, either by recognition or recall of ideas, material or phenomena. Remembering is the major cognitive process involved in arriving at an answer to the question.

Example: What name did Pokey think was good for the Mississippi River?

2. Comprehension (Understanding)

These are questions or statements which ask for an understanding of the literal message contained in a communication. The major cognitive process involved in arriving at an answer is understanding what is being communicated without necessarily relating it to other materials or seeing its fullest implications.

A. translation
The question may ask the pupil to put a communication into other language, into other form or into another form of communication.

Example: Describe how you think Pokey looked?

B. interpretation
The question may ask the pupil to give an explanation of facts in the story.

Example: Why did Pokey think the Mississippi River was the greatest river in the world?

C. extrapolation
The question may ask the pupil to make estimates, predictions or inferences based on understanding the communication.

Example: Do you think it bothered Pokey that he was always late? Why or why not?

3. Application

These are questions or statements which ask for an application of the appropriate abstraction without having to prompt as to which abstraction is correct or without having to show how to use it in a situation. The major cognitive process involved in arriving at an answer is to make use of an abstraction where no mode of solution is specified.

Example: Of what importance was the Mississippi River to the people of Pokey's area?

4. Analysis

These are questions or statements which emphasize the breakdown of materials into constituent parts and detection of the relationship of the parts.

Example: Pokey was sure his nickel would be safe in the pocket of his overalls. How do you think he lost it?

5. Synthesis

These are questions or statements which ask the pupil to put together elements and parts so as to form a whole -- combining them in such a way as to constitute a pattern or structure not clearly there before. The main difference between all the previous categories and synthesis is that they involve studying a whole in order to understand it better. In "synthesis" the pupil must draw upon elements from many sources and put these together.

Example: What things about Pokey's life and the way he lived made it easy for him to have his kind of personality?

6. Evaluation

These are statements or questions which ask for critical quantitative or qualitative judgements about the value of something. The questions must imply the use of criteria or standards of appraisal.

Example: Was Pokey's decision for his prize money a good one? Why or why not?

Categories are based on Benjamin S. Bloom, ed., Taxonomy of Educational Objectives, Handbook I, Cognitive Domain (New York: David McKay Company, Inc., 1956).

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RED BANK MIDDLE SCHOOL
FULBRIGHT SCHOLARSHIP CURRICULUM PROJECT

"CONTINUITY AND CHANGE IN INDIA"

THE FLYING COW

BY

RUTH PHILPOTT COLLINS

1. This story talks about a "teakwood forest." Give a written description of teakwood and draw a picture of what you think this kind of forest would look like.

2. Character in fiction is revealed by what a person says, thinks, and does, or does not do. A story or novel can devote long passages to a character's inner thoughts in order to develop his or her character.

To summarize some the character traits of the people in this story fill in the evaluation chart below:

NAME	APPROX. AGE	APPEARANCE	CHARACTER TRAITS. WEAK OR STRONG POINTS
Rama			
Grandmother			
Rajah			
The Juggler			
Dumbir			

3. Explain the term "The Flying Cow" as used in this story. Be sure to tell why that particular name is used.

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4. Use the library's card catalog and find as many books as you can, about India, that have been written by Ruth Philpott Collins.

5. List as many things as you can, that have been mentioned in the story, about which Dumbir worries.

6. In Mr. Stanley's slide presentation he showed you slides of city life and life in the hinterlands. Give your reasons and examples of where you think this story takes place.

7. Mr. Stanley showed you a slide of an Indian "Fakir". Describe one in your own words, using the slide, this book, and an encyclopedia or dictionary.

8. How did Rama get to read the newspaper? Where did he get the newspaper to see a picture of an airplane?

9. Ezra Jack Keats drew many wonderful black and white sketches that depicted the scenes in this book. Select one of them and describe the scene in your own <u>words.</u>

10. After looking at a detailed map of India, put the following places, listed below, on your desk map:

Madras Calcutta Bombay Delhi Punjab Agra

Which city would you have to visit in order to see the Taj Mahal?

11. GOING BEYOND THE READING

A. Find a newspaper article where the event takes place in India.
B. Find the city or town on your desk map of India.
C. Write a summary, in your own words, of the article. Be sure to find the: who, what, where, when, why and how from the article.

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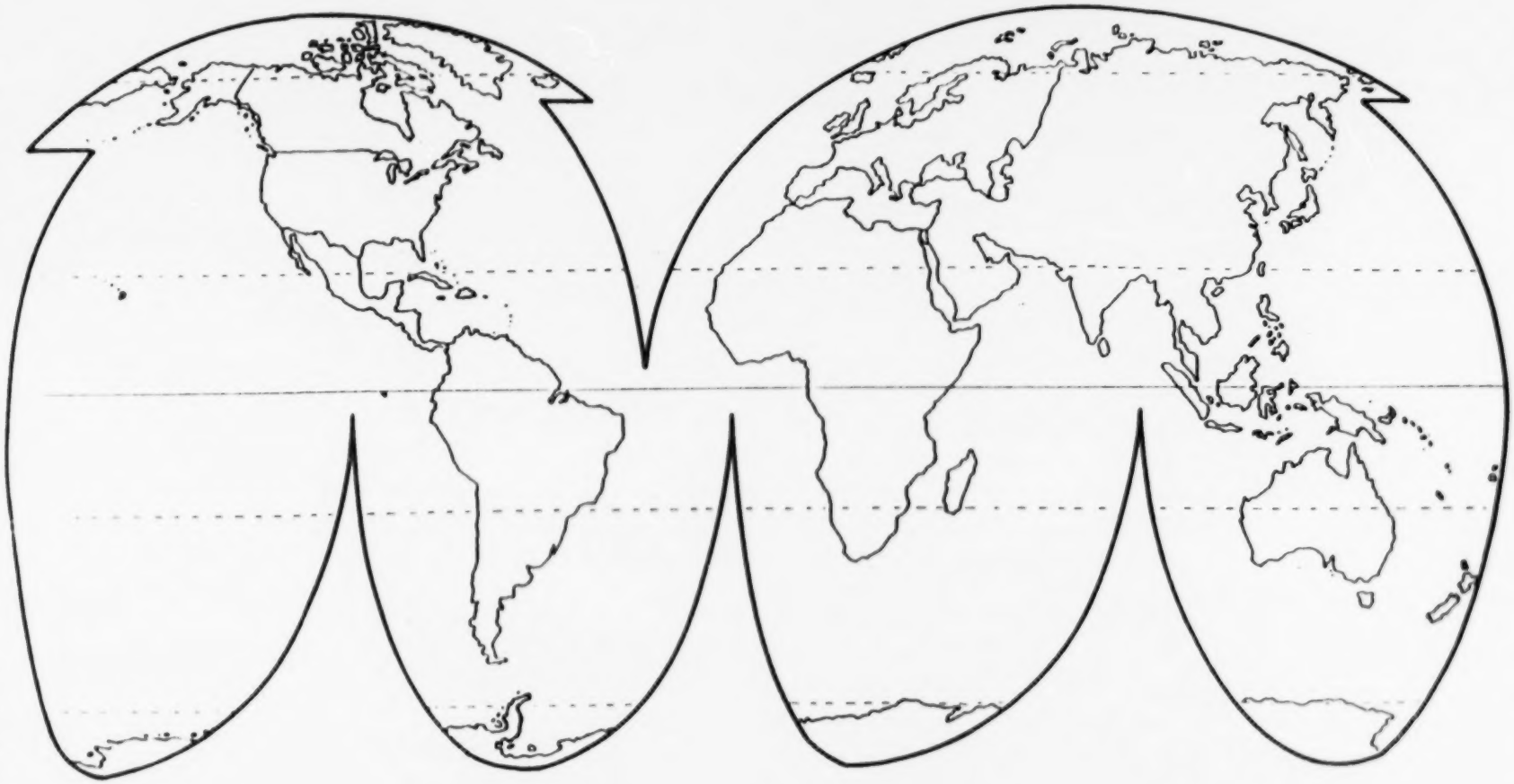
Map of the World



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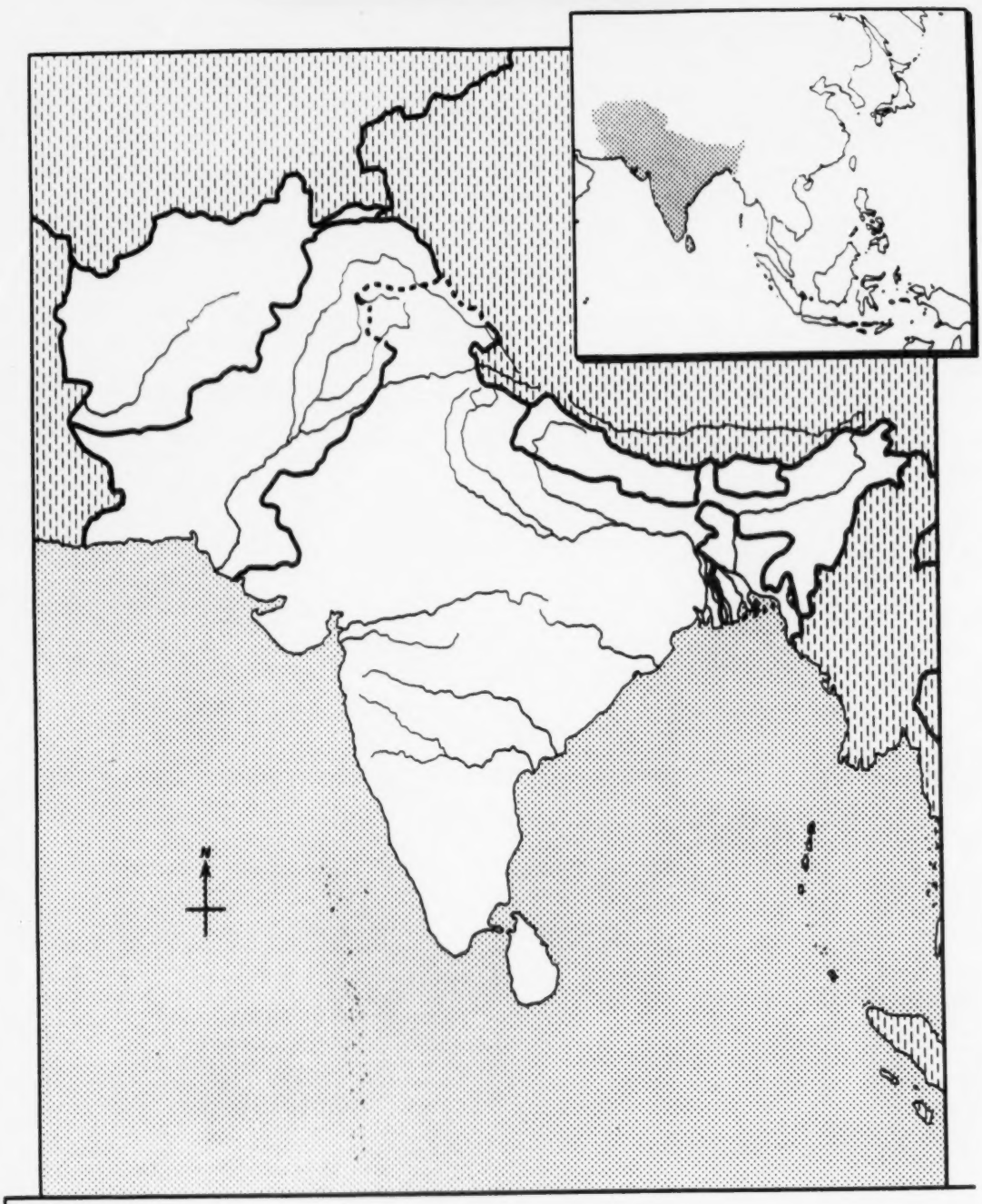
Name

WORLD REGIONS

THE WORLD AROUND US



SOUTH ASIA
Political

BEST COPY AVAILABLE

0 500 1,000 Miles

0 500 1,000 1,500 Kilometers

E. STANLEY - RED BANK MIDDLE SCHOOL

TAG - GRADES 5-8

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Red Bank Middle School

101 Harding Road

Red Bank, N. J. 07701

Talented and Gifted Program (TAG) - Ed Stanley - Rm 309

Guide Words for Writing Behavioral Objectives

Find	LIst	Role Play	Draw
Name	Dramatize	Make	Arrange
Construct	Sing	Match	Compare
Classify	Define	Describe	Sort
Graph	Discuss	Prepare	Sequence
Collect	Compute	Analyze	Debate
Enlarge	Map	Categorize	Count
Write	Distribute	Diagram	Summarize
Separate	Rearrange	Assemble	
Compose	Outline		

Guide Words for Writing Taxonomy Questions

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define	discuss	translate
repeat	describe	interpret
record	explain	apply
state	report	dramatize
	summarize	illustrate

ANALYSIS	SYNTHESIS	EVALUATE
analyze	plan	judge
compare	formulate	justify
debate	set up	evaluate
inventory	create	
sort	produce	
categorize	originate	
contrast	revise	

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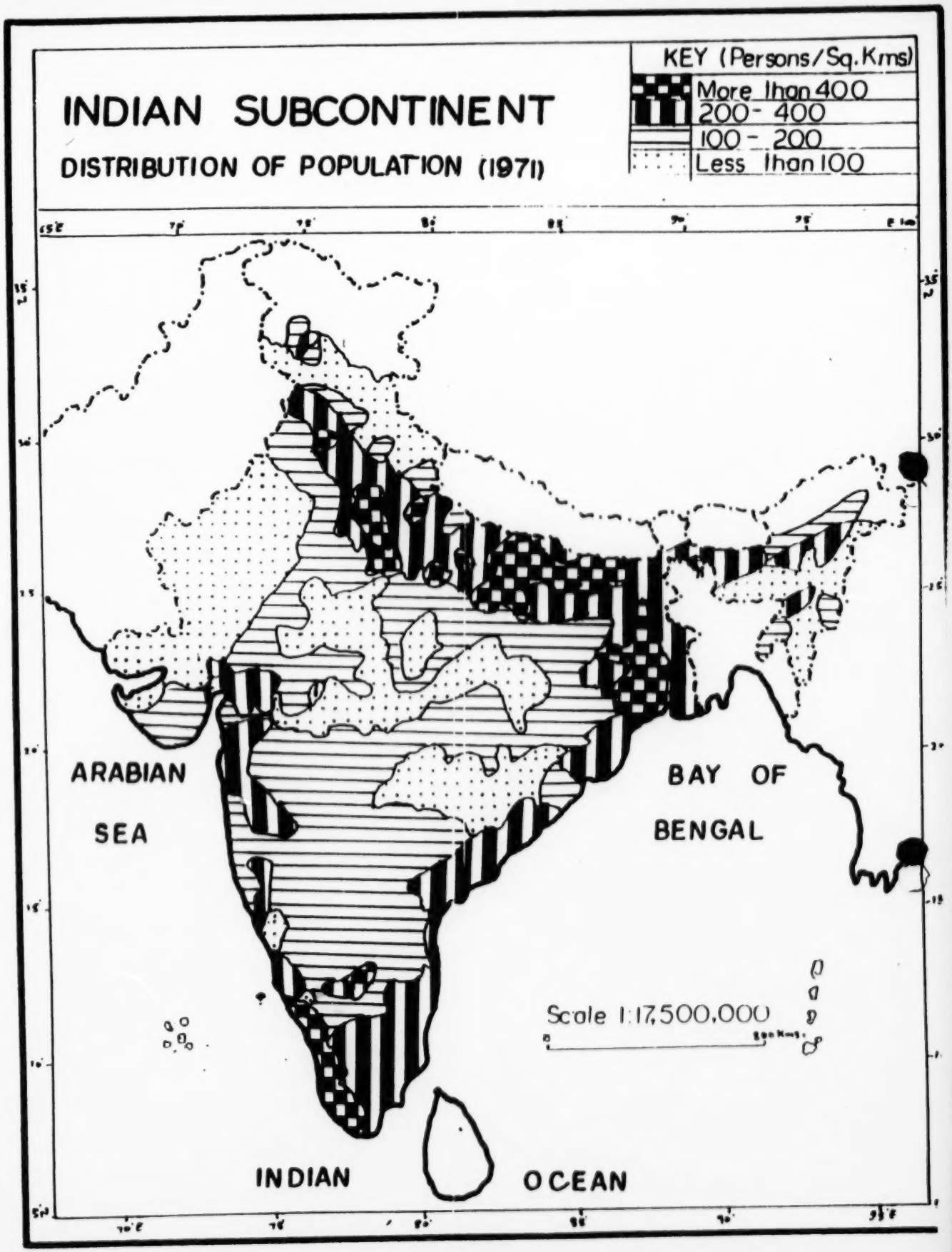
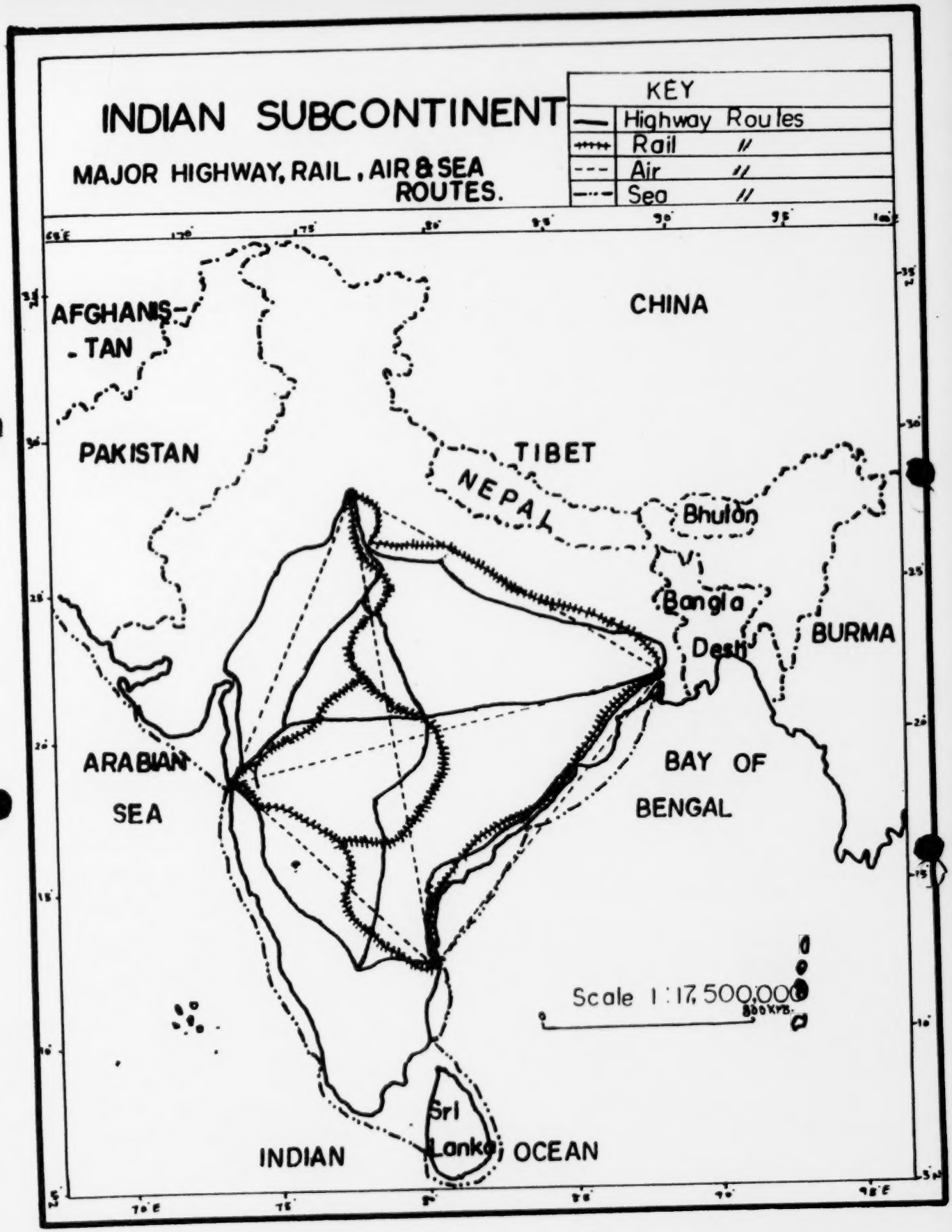
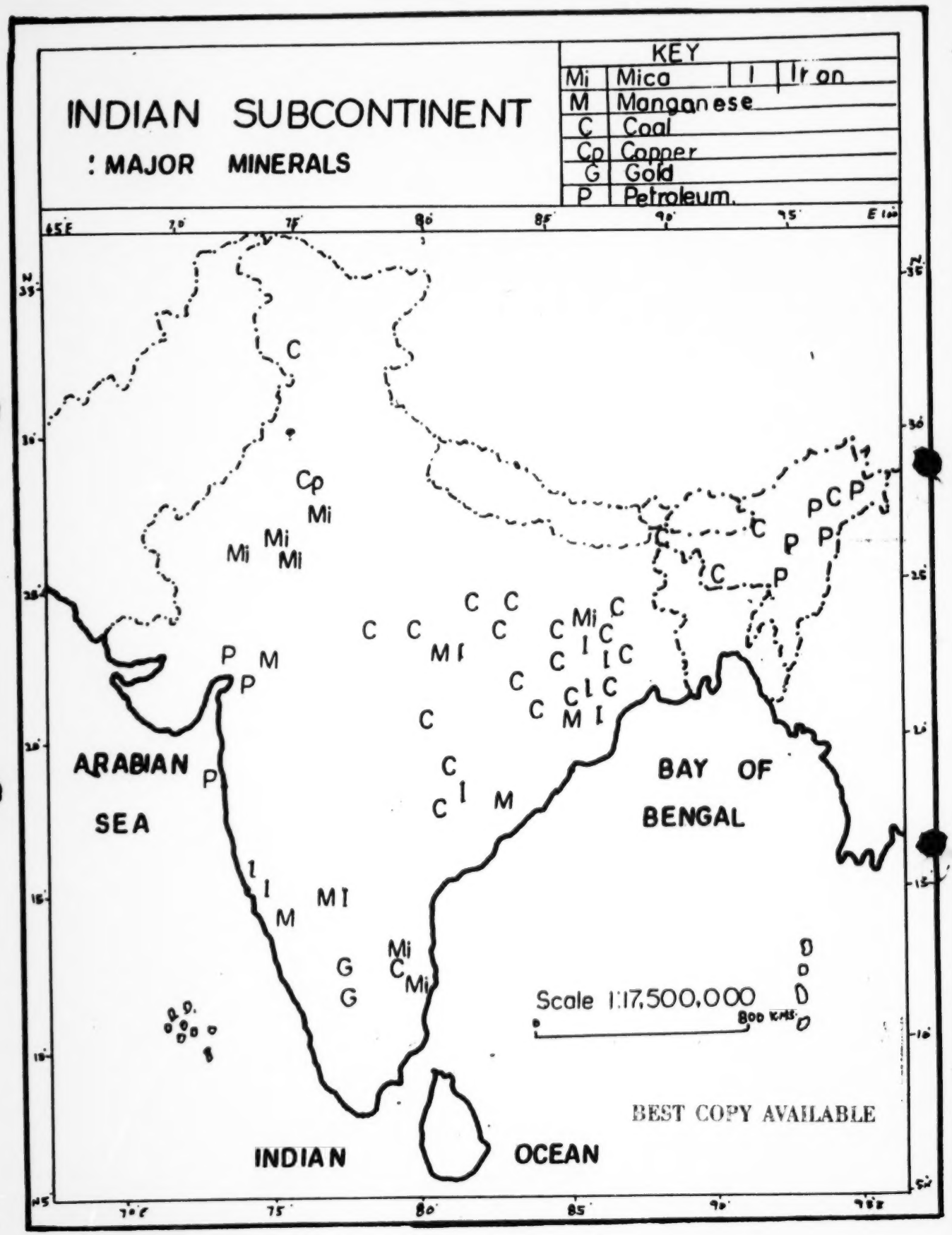

INDIAN SUBCONTINENT
DISTRIBUTION OF POPULATION (1971)
KEY (Persons/Sq.Kms)
More than 400
200 - 400
100 - 200
Less than 100
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000


INDIAN SUBCONTINENT
MAJOR HIGHWAY, RAIL, AIR & SEA ROUTES.
KEY
Highway Routes
Rail //
Air //
Sea //
AFGHANIS-TAN
CHINA
PAKISTAN
TIBET
NEPAL
Bhutan
Bangla Desh
BURMA
ARABIAN SEA
BAY OF BENGAL
Scale 1:17,500,000
800 KMS.
Sri Lanka
INDIAN OCEAN


INDIAN SUBCONTINENT
: MAJOR MINERALS
KEY
Mi Mica
I Iron
M Manganese
C Coal
Cp Copper
G Gold
P Petroleum
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000
800 KMS
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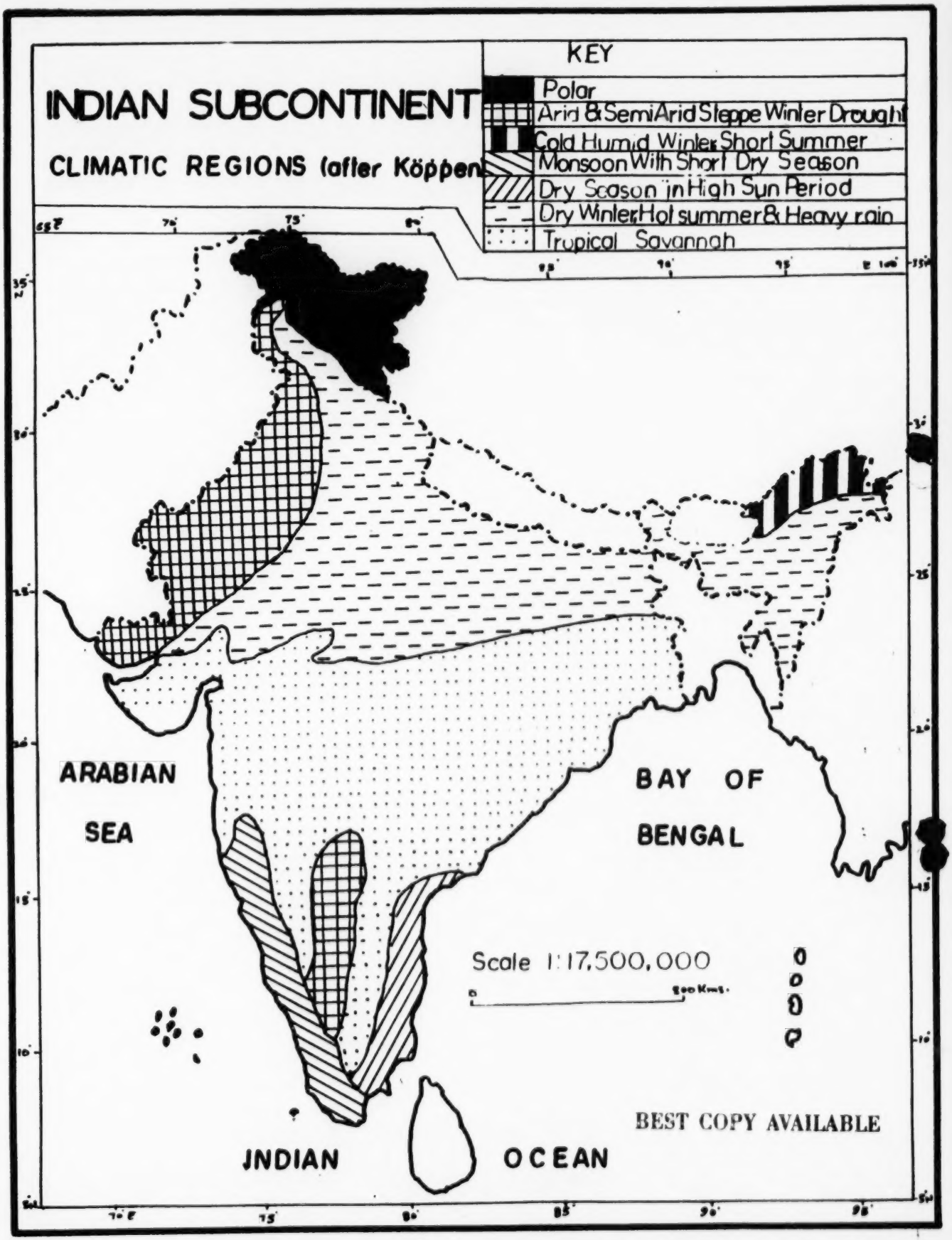

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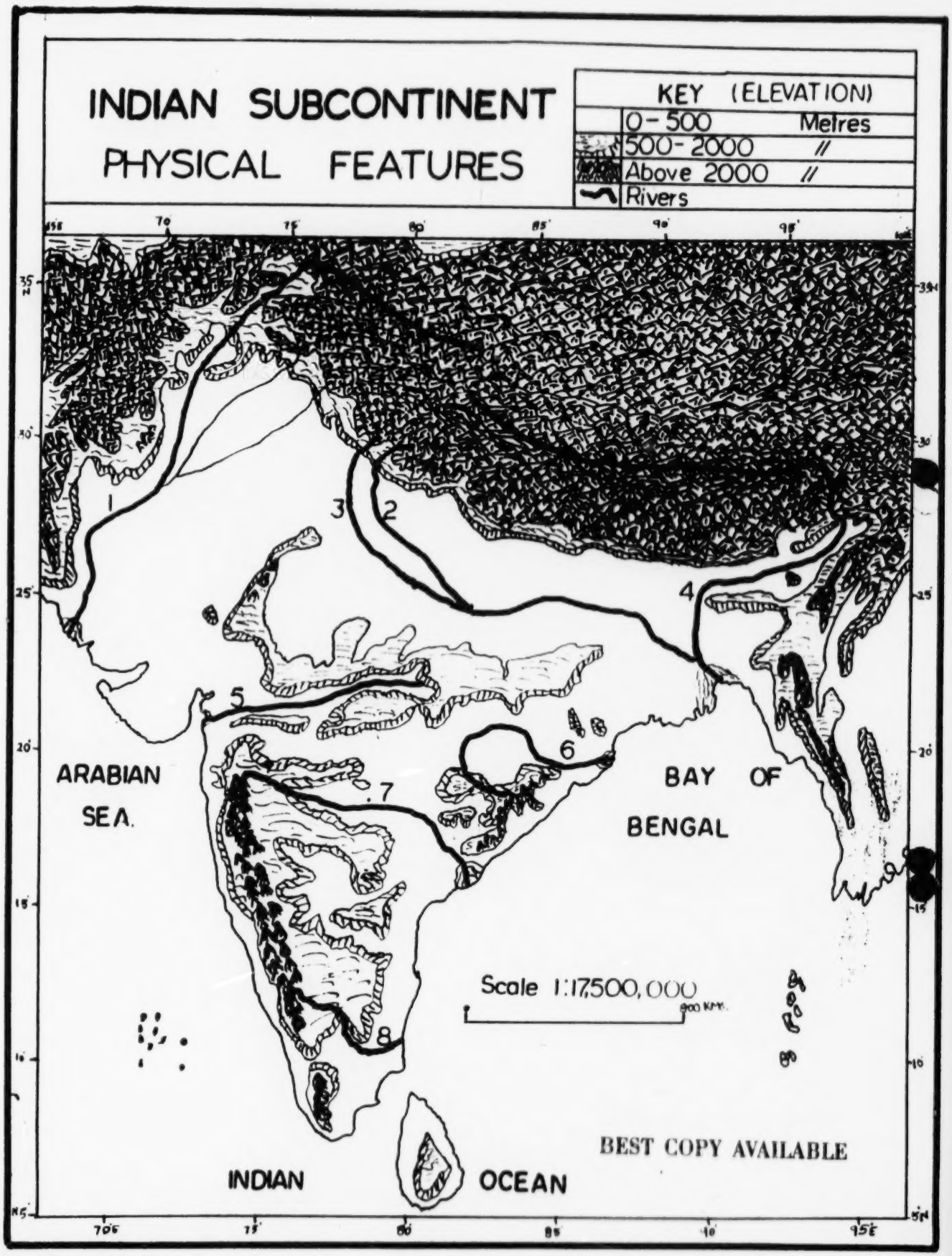

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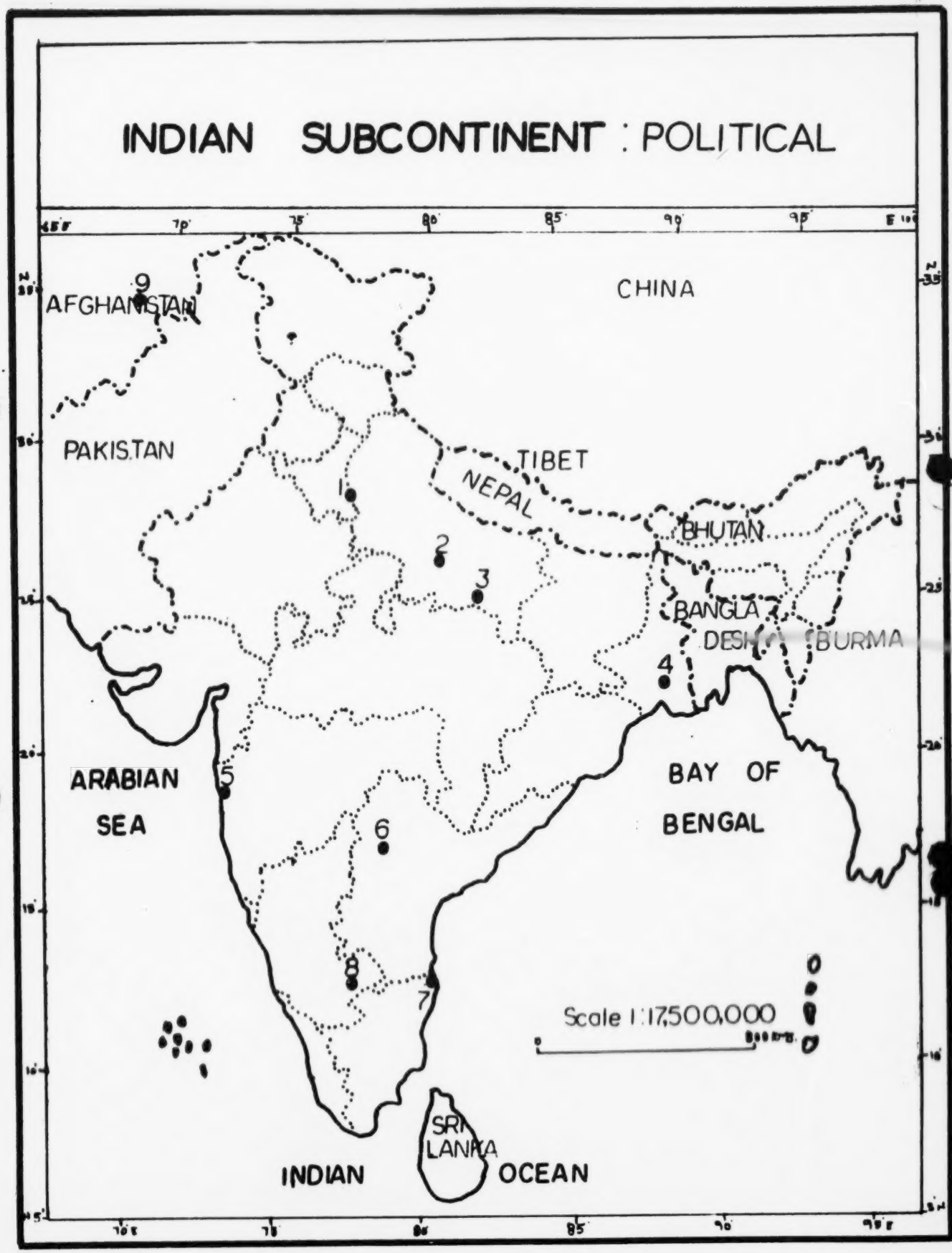
INDIAN SUBCONTINENT : POLITICAL
AFGHANISTAN
CHINA
PAKISTAN
TIBET
NEPAL
BHUTAN
BANGLA DESH
BURMA
ARABIAN SEA
BAY OF BENGAL
SRI LANKA
INDIAN OCEAN
Scale 1:17,500,000
1
2
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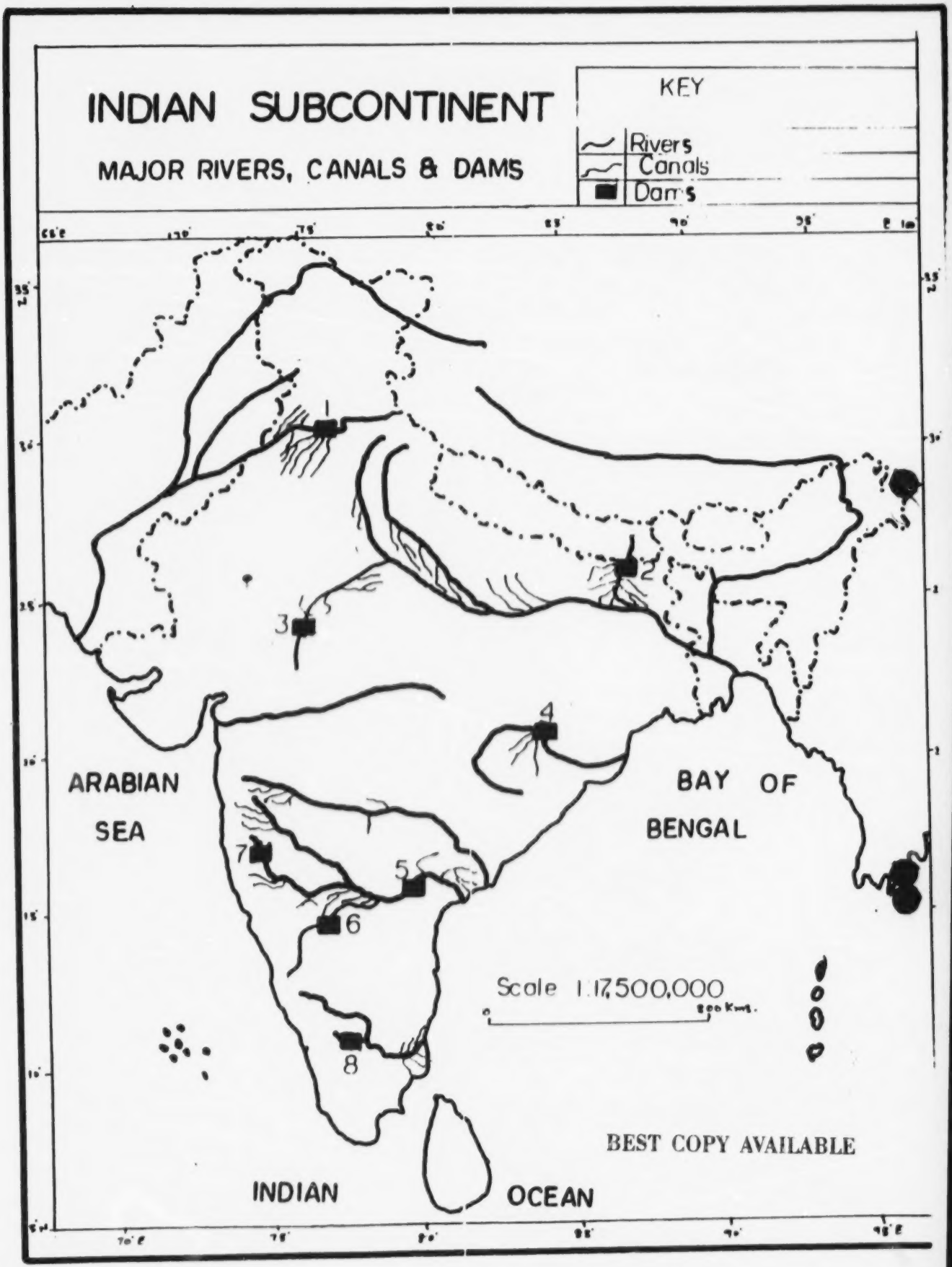
INDIAN SUBCONTINENT
MAJOR RIVERS, CANALS & DAMS
KEY
Rivers
Canals
Dams
1
2
3
4
5
6
7
8
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000
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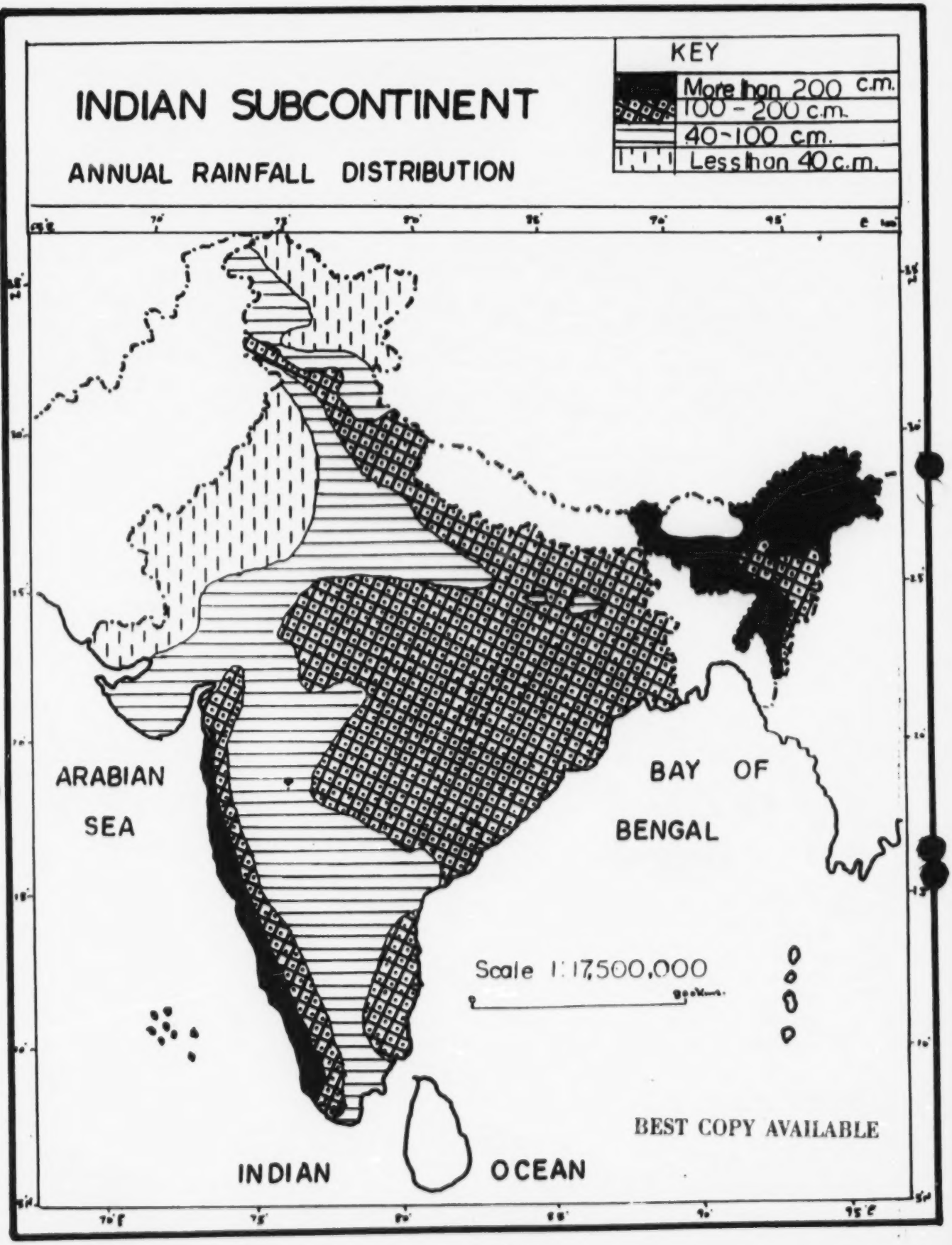

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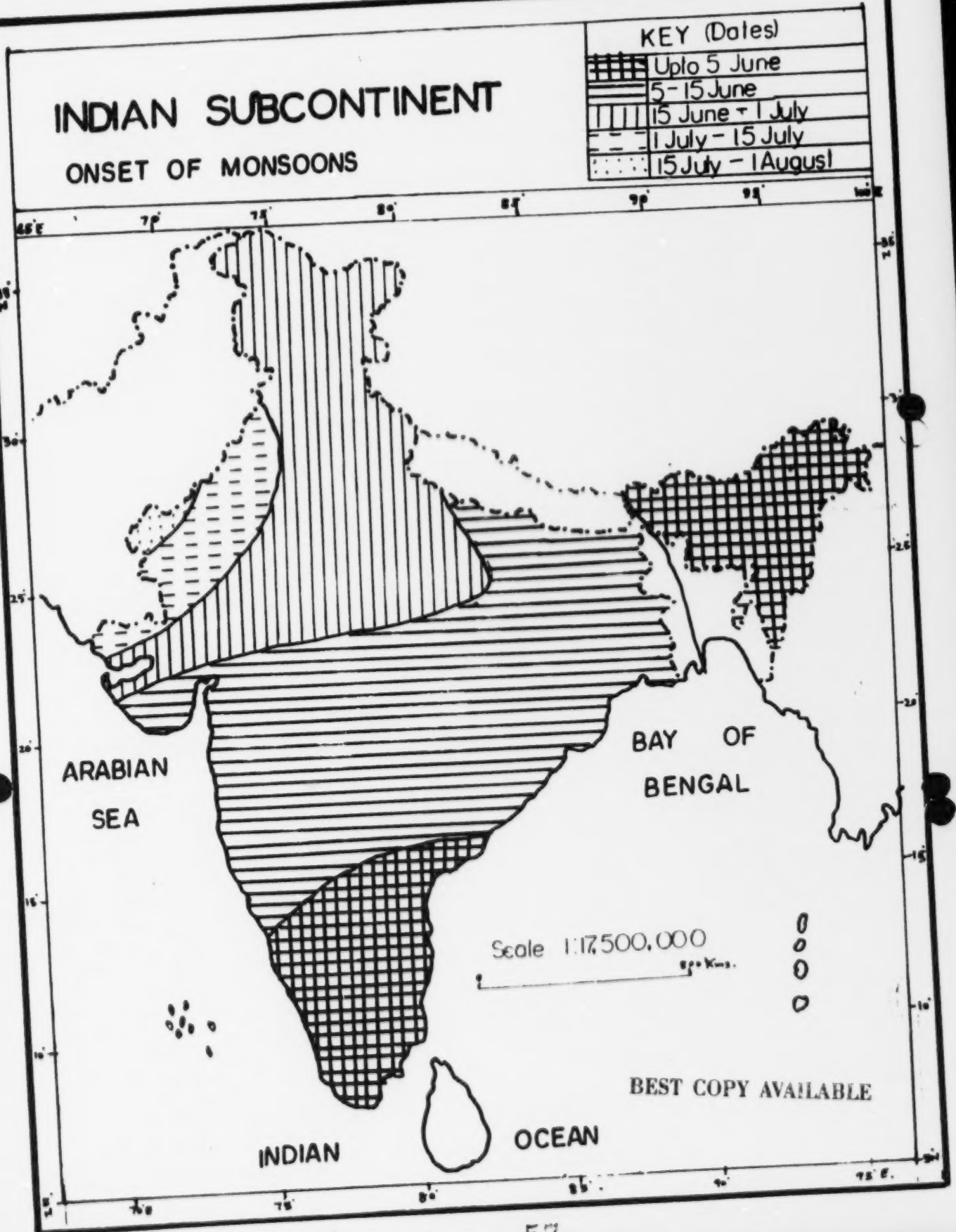
INDIAN SUBCONTINENT
ONSET OF MONSOONS
KEY (Dates)
Upto 5 June
5 - 15 June
15 June - 1 July
1 July - 15 July
15 July - 1 August
ARABIAN SEA
BAY OF BENGAL
INDIAN OCEAN
Scale 1:17,500,000
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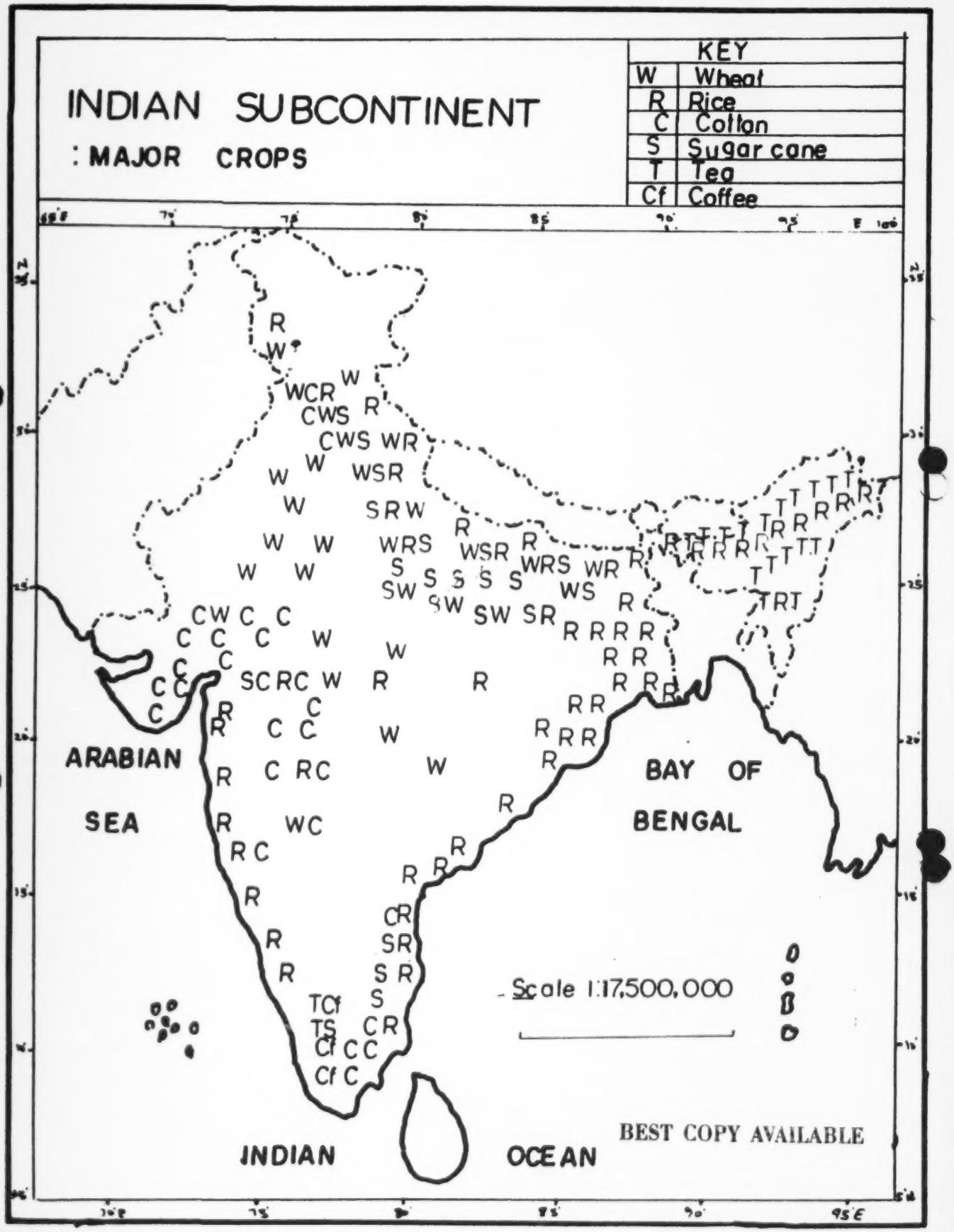

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Stanley

NEWS NOTES

Red Bank Middle School teacher Ed Stanley was selected by the J. William Fulbright Scholarship board and the Secretary of Education to receive a Fulbright Scholarship.

The award will enable Mr. Stanley to study and travel to India this summer for five weeks, along with 15 other educators who were selected from across the country.

This Fulbright includes tuition and fees, room and board, round-trip airfare and program related travel within India.

* * *

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